

POMARIA/GARMANY ELEMENTARY

7288 U.S. Hwy. 176
Pomaria, S.C. 29126

GRADES PK-5 Elementary School

ENROLLMENT 333 Students

PRINCIPAL Sarah F. Dipner 803-321-2651

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	61	28	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Good	No
2004	Good	Below Average	Yes

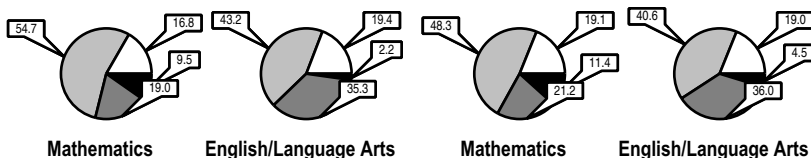
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	144	100.0	18.2	43.8	35.8	2.2	48.9	Yes	Yes
Gender									
Male	72	100.0	22.1	45.6	30.9	1.5	41.2		
Female	72	100.0	14.5	42.0	40.6	2.9	56.5		
Racial/Ethnic Group									
White	71	100.0	8.8	36.8	50.0	4.4	66.2	Yes	Yes
African-American	51	100.0	16.3	59.2	24.5	0.0	36.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	55.0	30.0	15.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	116	100.0	14.5	43.6	39.1	2.7	52.7		
Disabled	28	100.0	33.3	44.4	22.2	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	140	100.0	16.5	45.1	36.1	2.3	50.4		
English Proficiency									
Limited English Proficient	17	100.0	66.7	26.7	6.7	0.0	6.7	I/S	I/S
Non-Limited English Proficient	127	100.0	12.3	45.9	39.3	2.5	54.1		
Socio-Economic Status									
Subsidized meals	78	100.0	27.8	50.0	22.2	0.0	29.2	Yes	Yes
Full-pay meals	66	100.0	7.7	36.9	50.8	4.6	70.8		

Mathematics - State Performance Objective = 15.5%									
All Students	144	100.0	16.8	54.7	19.0	9.5	44.5	Yes	Yes
Gender									
Male	72	100.0	14.7	55.9	22.1	7.4	47.1		
Female	72	100.0	18.8	53.6	15.9	11.6	42.0		
Racial/Ethnic Group									
White	71	100.0	13.2	39.7	29.4	17.6	63.2	Yes	Yes
African-American	51	100.0	18.4	75.5	4.1	2.0	26.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	25.0	55.0	20.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	116	100.0	13.6	54.5	20.9	10.9	49.1		
Disabled	28	100.0	29.6	55.6	11.1	3.7	25.9	I/S	I/S
Migrant Status									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	140	100.0	15.0	56.4	18.8	9.8	45.1		
English Proficiency									
Limited English Proficient	17	100.0	33.3	53.3	13.3	0.0	20.0	I/S	I/S
Non-Limited English Proficient	127	100.0	14.8	54.9	19.7	10.7	47.5		
Socio-Economic Status									
Subsidized meals	78	100.0	22.2	61.1	12.5	4.2	29.2	Yes	Yes
Full-pay meals	66	100.0	10.8	47.7	26.2	15.4	61.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	51	100.0	17.8	42.2	33.3	6.7	40.0
	Grade 4	48	100.0	33.3	42.2	24.4	N/A	24.4
	Grade 5	56	100.0	40.4	36.5	17.3	5.8	23.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	12.5	37.5	47.9	2.1	50.0
	Grade 4	46	100.0	20.5	45.5	29.5	4.5	34.1
	Grade 5	47	100.0	23.9	50.0	26.1	N/A	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	51	100.0	22.2	37.8	28.9	11.1	40.0
	Grade 4	48	100.0	15.6	48.9	20.0	15.6	35.6
	Grade 5	56	100.0	11.5	57.7	19.2	11.5	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	18.8	66.7	12.5	2.1	14.6
	Grade 4	46	100.0	11.4	47.7	22.7	18.2	40.9
	Grade 5	47	100.0	19.6	50.0	21.7	8.7	30.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 333)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.2%	N/A	3.0%	2.7%
Attendance rate	96.2%	Up from 93.8%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%		3.1%	3.5%
Eligible for gifted and talented	17.6%	Down from 17.8%	15.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 5.8%	9.2%	8.2%
Older than usual for grade	0.6%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	52.0%	Down from 56.0%	52.0%	51.4%
Continuing contract teachers	92.0%	Up from 88.0%	90.6%	87.5%
Highly qualified teachers**	100.0%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 84.9%	88.0%	86.7%
Teacher attendance rate	88.7%	Down from 97.0%	95.0%	94.9%
Average teacher salary	\$40,867	Up 5.5%	\$40,869	\$40,760
Prof. development days/teacher	15.7 days	Down from 16.4 days	12.3 days	12.4 days

School				
Principal's years at school	1.0	Down from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.0 to 1	19.0 to 1	18.9 to 1
Prime instructional time	81.7%	Down from 89.5%	90.3%	90.0%
Dollars spent per pupil*	\$6,075	Up 13.0%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	67.3%	Down from 68.5%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pomaria-Garmany is located in the rural community of Pomaria, which is located in the lower part of Newberry County. Our school serves a diverse population of 358 students, which includes pre-kindergarten through fifth grade. Fifty-one percent are Caucasian, thirty-three percent are African American, and sixteen percent are Hispanic. Forty-eight percent of our students qualify to participate in the free and reduced lunch program. Our school receives Title I funding.

2003-2004 was a very successful year for our school. Our school received the Palmetto Silver Award, continued the School of Promise Flagship Status, and is a Red Carpet School. Pomaria-Garmany also is a SACS accredited institution. These awards demonstrate the leadership qualities of faculty and students at Pomaria-Garmany Elementary School. The writing process was a major area of emphasis in the 2003-2004 school year with professional development provided through book studies, workshops, and a writing coach to assist teachers and students in writing instruction. Pomaria-Garmany also went through the curriculum calibration process to ensure that our curriculum was aligned with the standards, and the results were positive.

Students at Pomaria-Garmany Elementary had many accomplishments. Our pre-kindergarten program was continued through Title I. We supplemented our school curriculum with an after school program, a science camp, and a writing camp through a safe schools grant. The after school camp served 60 fourth and fifth grade students. Students were provided remediation in ELA and math. The after school camp also included a character education program facilitated by our guidance counselor. The science camp and writing camp targeted third, fourth, and fifth grade students in an effort to better prepare them for PACT.

Our teachers have done an excellent job and we are very proud of their efforts. Several teachers represented our school by attending reading, math, science, and writing conferences. We have three Nationally Certified teachers on our faculty. Others are currently pursuing National Board Certification.

Parents and community members actively support our school. We have a monthly writing board for parents as writers/authors, the PTO/School Writing Committee sponsored a family write night in which parents wrote under the stars with their children, and the PTO sponsored a visit from Kate Salley-Palmer, an author/illustrator who demonstrated the writing/illustrating process. Our PTO and School Improvement Council are integral in supporting the school and the school decision-making process. The local community (parent volunteers, community members, churches and civic organizations) is also very supportive in providing for the needs of our students.

Pomaria-Garmany Elementary provides a loving, educating, and nurturing environment, which encourages students to be the very best.

Sarah Dipner, Principal
Codie Ruff, School Improvement Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	42	33
Percent satisfied with learning environment	100.0%	92.9%	87.5%
Percent satisfied with social and physical environment	92.6%	88.1%	78.8%
Percent satisfied with home-school relations	96.4%	85.7%	81.3%

*Only students at the highest elementary school grade level at this school and their parents were included.